

**Renuka de Silva, Ph.D.**

Department of Teaching, Leadership & Professional Practice  
College of Education and Human Development  
231 Centennial Drive, Stop 7189, Office 256 Education  
University of North Dakota, Grand Forks, ND 58202  
Email: [renuka.desilva@und.edu](mailto:renuka.desilva@und.edu)  
Phone: 701-777-5868

---

**I. EDUCATIONAL BACKGROUND**

**Ph.D. Indigenous Narratives and Storytelling**

**Dept: Educational Foundations and Research (2019)** College of Education and Human Behavior, University of North Dakota  
Concentration: Native and Indigenous Women of Hawai'i: *Exploring the Importance of Indigenous Narratives and Storytelling to Understand Ancestral Knowledge Systems*  
Degree Conferred, August 2, 2023 (Advisor and Chair: Dr. Cheryl Hunter).

**M.E.D. Educational Foundations (2012)**

University of Hawai'i at Mānoa  
Thesis Title: Ideas for Capacity Building and Educational Empowerment of Female Children in Rural Butaleja, Uganda: Applying the Central Human Capability Approach.

**B.ED. (2004)** Teacher Education: Junior/Intermediate: All Subjects

Special Emphasis: Visual Arts  
Additional Qualifications: Special Education (2005)  
York University, Toronto, ON, Canada  
License Awarded 2004.

**Post Graduate Certificate, Marketing Management (1993)**

Humber College, Toronto, ON, Canada.

**B.FA-Visual Arts-Specialized Honours (1982)**

Major: Photography/Graphic Design & Studio  
Minor: Art History, Art & Architecture-European and Middle Eastern  
York University, Toronto, ON, Canada.

**II. TEACHING CERTIFICATES AND LICENSURES**

College Teaching Certificate (2019)  
University of North Dakota, Grand Forks, ND, U.S.A.

Ontario College of Teachers (2004)  
Teaching License Awarded (Current Status: Good Standing)  
Toronto, ON, Canada.

### **III. OTHER CERTIFICATES**

United for Human Rights International, Human Rights Certificate (2024).  
Mental Health First Aid (MHFA), U.S.A. Certificate (2021).

### **IV. KEY PROFESSIONAL EXPERIENCE**

Tenure Track (2021 – present)  
Assistant Professor, (Clinical 2019-2021)  
College of Education and Human Development  
Department of Teaching, Leadership & Professional Practice  
University of North Dakota.

Project/Program Director (2021-present)  
Indigenous Teacher Education  
University of North Dakota.

Project Director (2022-present)  
Indigenous Language Education  
University of North Dakota.

Program Director (2020-present)  
Indigenous Language Education  
University of North Dakota.

Program Coordinator 2019-2020)  
Indigenous Language Education.

Elementary, Middle, & High School Teacher in Multiliteracies (2004-2017)  
York Region District School Board (YRDSB), ON, Canada.

Lead Teacher: Elementary & Middle School - Differentiated Instruction (2009-2011)  
Multiliteracies & Humanities through the Arts. YRDSB, ON, Canada.

Middle & High School Teacher - Special Program Delivery (2006-2010)  
YRDSB, ON, Canada.

High School Teacher-Voluntary (2001-2003)  
Social Justice Education, Humanities and Fashion Design and Marketing  
Simcoe County District School Board, Barrie, ON, Canada.

## V. PUBLICATIONS

### PEER REFEREED JOURNALS (8)

- de Silva, R. M.** (2024). The divine feminine: Calling back the treasured Mo‘olelo from the forbidden past to heal the present. *Cultural Studies ↔ Critical Methodologies*. <https://doi.org/10.1177/15327086231224782>
- de Silva, R. M., & Hunter, J. E.** (2021). Puhi in the Tree and Other Stories: Unlocking the Metaphor in Native and Indigenous Hawaiian Storytelling. *Qualitative Report*, 26(6).
- de Silva, R. M., & Hunter, C. A.** (2019). Art and the Voices Within: Exploring Kānaka Women’s Storytelling in the Visual Medium Through Portraiture and Kānaka ‘Ōiwi Methodologies. *Te Kaharoa*, 12(1).
- de Silva, R. M., Gleditsch, R. F., Jesme, S., Job, C., Torgerson, M. D., & Hunter, C.** (2019). Championing Equity & Social Justice-Based Pedagogies: Appreciating Paul Gorski. *Multicultural Education*, 26(2), 23-29.
- de Silva, R. M., Gleditsch, R., Job, C., Jesme, S., Urness, B., & Hunter, C.** (2018). Gloria Ladson-Billings: Igniting Student Learning Through Teacher Engagement in Culturally Relevant Pedagogy. *Multicultural Education*, 25(3/4), 23-28.
- chanicka, J., **Mahari de Silva, R.**, & Merkley, K. (2018). An inclusive design vision for Canada—schooling as a process for participatory democracy and responsible citizenship. *Intercultural Education*, 1-15.
- Jesme, S., Tamkong, D.N., **de Silva, R. M.**, Gleditsch, R., Job, C., & Hunter, C. (2017). Narrating the Life of Multiculturalist Marybeth Gasman’s Refrain of Resilience. *Multicultural Education*, 25(1), 17-21.
- de Silva, R. M.** (2016). Ideas for Capacity Building and Educational Empowerment of Female Children in Rural Butaleja, Uganda: Applying the Central Human Capability Approach. *Contemporary Rural Social Work*, 8(1), 79-90.

### MANUSCRIPTS IN PRESS

- Renuka Mahari de Silva.** Voices from Within: Exploring A Wahine’s Mana Through the Visual Medium. *Pacific Studies Journal*. Proposed publication, Fall 2024.
- Renuka Mahari de Silva.** How does poverty affect access to continuing education of female children in Rural Sri Lanka? *Multicultural Education*. Caddo Gap Press. Proposed publication, Fall 2024.

## VI. HONORS, AWARDS & NOMINATIONS

Endowed Faculty Fellow-Hopper Danley, CEHD, UND (2023).  
Excellence in Undergraduate Teaching Award-CEHD nomination (2023).  
Excellence in Service Award-CEHD nomination (2023).  
Award, Best Research Poster Presentation, CEHD University of North Dakota (2017).  
Award, Peer Reviewed Journal Publication, Educational Foundations and Research, University of North Dakota (2017).  
Award, RAVE-Recognizing Arts Vaughan Excellence for Art Educator/Mentor, City of Vaughan, ON, Canada (2011).  
York Region Educator with Character, nomination, City of Vaughan, ON, Canada (2011).  
York University Faculty of Education Alumni Association (YUFEAA) Excellence in Teaching Award, nomination, ON, Canada (2010).  
Award, Educator with Character, Character Conference, York Region District School Board, Aurora, ON, Canada (2007).  
Academic Excellence Scholarship-\$3,000.00. Faculty of Education, York University, Toronto, ON, Canada (2004).  
Award, Academic Excellence & Educational Dedication-\$500.00. Faculty of Education Student Association (FESA), York University, ON, Canada (2004).  
Award, Robert A. Caco, Entrepreneurial Award-\$1,000.00. Business and Marketing Management, Humber College, ON, Canada (1993).

## VII. PROFESSIONAL PRESENTATIONS

### PEER-REFEREED NATIONAL / INTERNATIONAL CONFERENCE PRESENTATIONS (17)

- de Silva, R.** Voices from Within: Exploring a Wahine's Mana through the Visual Medium. AERA, Chicago, U.S.A (Spring 2023).
- de Silva, R.** Indigenous Pedagogy: Assessment through Indigenous Methods. *Why is this a significant factor in Indigenous students' engagement and success?* UND DEI Conference (Fall 2022).
- de Silva, R.** Chaired (Fall 2022) Capabilities, Gender, and Public Policy session at the Human Development and Capability Association (HDCA). University of Antwerp, Belgium. And also presented a mixed-methods research paper, *How is caste a long-sustained unjust social structure affecting girls' higher educational trajectory and beyond in the Rural sector of Sri Lanka?*(2022).
- de Silva, R.** Calling Back the Treasured Mo'olelo From the Past to Transform the Pedagogy of the Present Qualitative Research Study (Paper). Roundtable Session; Accepting Educational Responsibility: The Importance of Indigenous Research and Praxis. AERA Virtual Conference (2021).
- de Silva, R.** Calling Back the Treasured Mo'olelo from the Forbidden Past to Heal the Present. Qualitative Research Study (Paper). Native American and Indigenous Studies Association (NAISA) Conference in Aotearoa-New Zealand (2019).

- de Silva, R.** & Hunter, J. Unlocking the Metaphor in Native (Kānaka ‘Ōiwi) and Indigenous (Kānaka Maoli) Hawaiian Women’s Storytelling. Qualitative Research Study (Paper). Roundtable Session; Setting the Record Straight in the Post-Truth Era: The Importance of Indigenous Research and Praxis, American Educational Research Association (AERA), Toronto, Ontario, Canada (2019).
- de Silva, R.** Art and the Voices Within: Looking at Hawaiian Native and Indigenous Women’s Arts Through Storytelling. Qualitative Research Study (Paper). The International Academic Forum (iafor), Honolulu, Hawaii. U.S.A. (2019).
- de Silva, R.** & Hunter, J. How narrative research resounds with Native and Indigenous ways of knowing to de-colonize education. Qualitative Research Study (Paper). Ethnographic & Qualitative Research Conference (EQRC), Las Vegas, NV, U.S.A. (2018).
- Tomchuk, M., **de Silva, R.**, Hunter, Students’ Perceptions of Racism at a Predominantly White Institution (PWI). A Mixed-Methods Study (Paper). Ethnographic & Qualitative Research Conference (EQRC), Las Vegas, NV U.S.A. (2018).
- Brodal Syversen, Hill E., Hunter C., **de Silva, R.** Is Diversity Curriculum Enough? University Students’ Perceptions of Racism and Institutional Efforts to Improve Diversity Awareness Climate. A Mixed-Methods Study (Paper). Ethnographic & Qualitative Research Conference (EQRC), Las Vegas, NV, U.S.A. (2018).
- de Silva, R.** Concept of *Death* as a Conduit to Broaden Perspectives in Philosophical Education. Theoretical Study (Paper). Philosophy of Education Society of Australasia (PESA), Newcastle, Australia (2017).
- de Silva, R.** What are the implications of Amartya Sen’s theoretical perspectives to girls’ primary education in rural Sri Lanka? Theoretical Study (Paper). 20<sup>th</sup> Biennial International Symposium of International Consortium for Social Development, Zagreb, Croatia (2017).
- de Silva, R.** Gleditsch, R., Job, C., Jesme, S., & Hunter, C., Dr. Gloria Ladson-Billings: Igniting student learning through teacher engagement in *Culturally Relevant Pedagogy*. 20<sup>th</sup> Biennial International Symposium of International Consortium for Social Development, Zagreb, Croatia (2017).
- de Silva, R.** Dr. Gloria Ladson-Billings: Igniting student learning through teacher engagement in *Culturally Relevant Pedagogy* ( Poster), University of North Dakota (UND), Grand Forks, ND. U.S.A. (2017).
- de Silva, R.** How can “bodily health” of central human capability approach be applied to educational empowerment of female children in Butaleja, Uganda? Panel Discussion/Presentation. Human Development and Capability Association (HDCA), Georgetown University, Washington D.C. U.S.A. (2015).
- de Silva, R.** How can “Bodily health” of the *Central Human Capability Approach* be applied to the educational empowerment of female children in Butaleja, Uganda? Theoretical Study (Paper). Comparative and International Education Society (CIES), Washington D.C. U.S.A. (2015).
- de Silva, R.** How can “Bodily health” of the *Central Human Capability Approach* be applied to the educational empowerment of female children in Butaleja, Uganda? Theoretical

Study (Paper). Comparative and International Education Society (CIES), Toronto, Ontario, Canada (2014).

**de Silva, R.** Intrinsic Awareness Leads to a Social Conscience – The Journey of Two Students (Action research paper/video). International Graduate Student Conference, University of Hawai‘i (2012).

### INVITED DISCUSSIONS & PRESENTATIONS

**Renuka de Silva**, Panelist Speaker, 18<sup>th</sup> International Human Rights Summit at the United Nations Head Quarters, 2024. N.Y., NY.

**Renuka de Silva**, *Healing Gardens as A Way of Life to Creating Abundance*. L'Association des Français du Nord, Red Lake Falls, MN. (2023).

Facilitator, Book Read of *Academic Ableism*, TTaDA (2023).

**de Silva, R.**, Ozaki, C., Azizova, Z., Newman R. (moderator). *Panel Discussion: Can We Talk about this? A Conversation about Teaching Systemic Racism in Schools and Universities*. UND DEI Conference (Fall 2022).

**Renuka de Silva**, *Taking Small, Unified Steps Impact Sustainable Changes. How Are we Inclusive?* Presentation: UND’s Inclusive Ambassadors ( Fall 2022).

**Renuka de Silva**, Zarrina Azizova and Ray Mitic, *Critical Epistemologies. Renuka: Indigenous Pedagogy: Assessment through Indigenous Methods*. UND (2022).

**Renuka de Silva**, *Identities Matter: Decolonizing Syllabi Through Inclusive Education*. Fall Assessment Retreat: Talk and Presentation for College of Education & Human Development, UND (2021).

**Renuka de Silva**, *Identifying Qualitative Research Frameworks, and Methodologies*. Discussion, EDD 999, Dissertation in Practice class (2021).

**Renuka de Silva**, *Tolerance and Diversity, do they intersect?* Era Bell Thompson Multicultural Center University of North Dakota (2017).

**Renuka de Silva**, *Power of One-Oppression is Anchored in Privilege*. Talk and Discussion, Tunnel of Oppression, UND (2017).

**Renuka de Silva**, *Elusive Paradise*. This episode of Perspectives on Global Justice briefly reviews how en-gendering descriptions left a legacy of marginalization of Native and Indigenous women during colonization. ThinkTech Hawaii, <https://youtu.be/4P4C5doNMgo> (2017).

**Renuka de Silva**, *Paradise Eluded*. This episode of Perspectives on Global Justice briefly reviews engendered descriptions of marginalization of women and children in Hawaii and in Sri Lanka; and how post-colonial caste systems and levels of poverty structures contribute to a *paradise eluded* in Hawaii and in post colonized spaces across the globe. ThinkTech Hawaii, <https://youtu.be/gVMEaiZ0CF8> (2017).

### **VIII. PROFESSIONAL DEVELOPMENT**

CEHD DEIA (Diversity, Equity, Inclusion & Advocacy) Leadership Pathway Fellow Training Program (2022-2023).

Developing Tools for Analysis using Narrative-AERA half-day workshop, Chicago, IL (2023).

Implications of A.L. for Higher Education -TTaDA (2023).  
Research, Equity and Publication-4 workshops by Dr. Kakali Bhattacharya Consulting LLC., (2023).  
The Possibilities and Pitfalls of Community-Engaged Research-Dr. Bianca Baldrige, Harvard Graduate School of Education (2023).  
De/colonial Approaches to Qualitative Research. Dr. Kakali Bhattacharya, University of Florida (2023).  
Beyond Marginality: Understanding the Intersection of Race, Ethnicity, Gender, and Difference in Educational Leadership Research-EHBS- E.F.R. (2022).  
National Center for Faculty Development & Diversity (sponsored by CEHD). A 12-week interactive curriculum connections in small group settings (2022).  
Johnny Saldaña: Styles of Qualitative Writing and Reporting. The Qualitative Report, Nova Southeastern University-Virtual Workshop (2022).  
Strength-2-Strength Mentoring for Academics (Interactive 8-week course). Dr. Kakali Bhattacharya, Professor, University of Florida (U.F.) (2021).  
Identifying, Understanding, and Using Theoretical Frameworks. Dr. Kakali Bhattacharya, Webinar and interactive workshop, Professor, U.F. (2021).  
Doing Justice-Oriented Qualitative Research: Navigating the Landscape. Dr. Kakali Bhattacharya, interactive virtual workshop, Professor, U.F. (2021).  
Inductive, Narrative, and Creative Approaches to Data Analysis. Dr. Kakali Bhattacharya, Interactive Workshop, Professor UF (2021).  
Teaching and Learning Qualitative Research Methods Principles. Through Popular Film Clips. Jonny Saldana, AERA Professional Development (2021).  
Diversity's Promise for Excellence in Education: Panel Discussion-TTaDA (2021)  
Innovative Learning Symposium: Strategies for Building Belonging. TTaDA (2021).  
EYDI/Indigenous Pedagogy Virtual Academy: 6 Sessions; 1) Aatisooke-Inini (The Storyteller), 2) Aatooskaanan (Winter Stories), 3) Indigenous Storytelling for Social Change in the Technological Age, 4) The Importance of Preserving Traditional Storytelling, 5) Indigenous Knowledge in the Physical Sciences, 6) Healing Through Storytelling (Spring 2021).  
EYDI/Indigenous Pedagogy Virtual Academy: 5 Sessions; 1) Trauma-informed Classrooms and Functional Behavior Interventions To Improve Student Outcomes, 2) Anishinaabe Algorithms: Indigenous ethnocomputing with quilting, wigwams, beadwork and more, 3) A View From All Sides: Perspective-taking to Support Family Engagement, 4) Čhokáta Nážiŋ: Indian Education in the 21st Century, 5) Mindfulness as a Protective Factor to Promote Healthy Outcomes (Fall 2020).  
Pronouns and Gender for Academic Writing, Surveys and Teaching. TTaDA (Spring 2020).  
Reach Everyone and Teach Everyone with Universal Design for Learning. TTaDA (Spring 2020).  
Expanding Learner Choices. TTaDA (Spring 2020).  
Implementing High Impact Practices Across Modalities. TTaDA (Fall 2019).  
Effectively Engaging Students Across Modalities. TTaDA (Fall 2019).  
Alice T. Clark Mentor Program-TTaDA. First Year Faculty (2019-2020). *This year long program required a commitment to half-day faculty workshops monthly that focused on*

*developing teaching, mentoring, grant writing, and faculty involvement in the University of North Dakota.*

Graduate Student Workshop: Fostering Interdisciplinary Collaboration. The School of Graduate Studies (Spring 2018).

Understanding and Using Tools for Determining Journal Quality and Metrics. The School of Graduate Studies, UND (Spring 2018).

Professional Communication-Effective Writing & Presenting Workshop. The School of Graduate Studies, UND (Fall 2017).

Grant Writing Workshop for Graduate Students. The School of Graduate Studies, UND (Fall 2017).

Research Philosophy, Methods, & Ethics Workshop. The School of Graduate Studies, UND (Fall 2017).

### WORKSHOPS DELIVERED

**de Silva, R.**, Votava, K., Johnson, C. Student Engagement in Online Learning Environments, UND (Fall 2019).

**de Silva, R.** Emigration and Human Experiences: Developing Critical Perspectives through Student Voices. Markham, ON, Canada (Summer 2016).

**de Silva, R.** Rasool, Yusra. Critical Inquiry and Global Perspectives on Marginalized Children and Silenced Voices, Youth for Human Rights, 10<sup>th</sup> Annual Human Rights International Symposium, Toronto, ON, Canada (Spring 2016).

**de Silva, R.** Social Justice Inquiry Process, a presentation on behalf of the York Region District School Board, (East) to the Danish delegation from the Elementary and Secondary school panels from Denmark, Toronto, ON, Canada (Fall 2015).

**de Silva, R.** Social Justice, and Multiculturalism: A Critical Look at Learning Spaces video presentation Markham, ON, Canada (Spring 2015).

How can I be the change I want to see? Inquiry based learning for the intermediate classroom A teacher training video for professional development, Markham, Ontario, Canada <https://youtu.be/FtV93XSWW3Q> (2016).

*Artspiration*: Developing and delivering themes from social justice through visual and dramatic arts for the classroom. Teacher Training/Support in partnership with York Region School Board (East), ON, Canada (2015).

*One Earth, Many Voices*, collaborative arts, and language literacy inquiry unit developed in partnership with York Region District School Board, Curriculum, and Instructional Services. Toronto, ON, Canada (2011).

Member of the Ontario Ministry of Education's Revision Team for the *Revised Visual Arts Curriculum* document, 2009. Toronto, ON, Canada (2008).

## **IX. SERVICE**

### DEPARTMENTAL SERVICE

Program Development: 4+1 Accelerated Masters, (2021-2022).

BSED Early Childhood Education and Masters in Early Childhood Education with Specialization in Indigenous Teacher Education-program development and implementation



(2020-2022). Collaborative colleagues: Drs. Jo-Anne Yearwood, Grace Keengwe and Kristen Votova.

BSED Elementary and Masters in Elementary with Specialization in Indigenous Teacher Education. Program development and implementation (2020-2022). Collaborative colleague: Dr. Bonni Gourneau.

N.D. Indigenous Teacher Mentoring Program initiative-Governor's office initiative (October 2021-May 2022).

Indigenous Teacher Education Program Development: Program website, catalog, handbook (2021).

T&L 433 Multicultural Education: Course Revalidation (2021)..

T&L 418 Curriculum and Pedagogy in Indigenous Education: Course Revalidation (2021).

Undergraduate Mentoring: Lakota/Dakota language/I.T.E. students (2019-present).

Praxis Tutoring for Lakota/Dakota Language undergraduate students (2019-2022).

Indigenous Education grant development (2019-2020).

Middle & Secondary Program development (2019-2021).

Curriculum & Instruction: M.S. Program Development (Fall 2019).

### COLLEGE SERVICE

CEHD DEIA Fall Book Read: Nice Racism, Organizer and Planner with Dr. Azizova (Summer 2023-Spring 2024).

CEHD DEIA Racial Healing Webinar, Organizer and Planner with the DEIA Committee.

CEHD DEIA (Diversity, Equity, Inclusion& Advocacy) Committee: Chair (2021-present).

CEHD Strategic Planning Steering Committee: Member-Stage 1 (Summer 2023).

Search Committee: Member, TLPP Chair Search (2021).

North Dakota Social Emotional Learning Network (ND SEL Network) (2021-2022).

CEHD Syllabi Review Team: Social Justice Initiative: Member (2020-2022).

CEHD Justice & Equity Committee: Member (2020-2022).

CEHD Diversity Committee: CEHD Mission/Vision Development Taskforce: Member (2020).

Search Committee: Member, TLPP Chair Selection-Internal (2020).

Search Committee: Member, HE Faculty Search for Assistant Professor (2020).

Search Committee: Member, TLPP Faculty Search for Assistant Professor (2020).

### UNIVERSITY SERVICE

Member: University Faculty Senate D.E.I. Committee (2023-2024).

Member: University of North Dakota Council of Women + (UCW+) (2022-present).

Vice Chair, University Faculty Senate D.E.I. Committee (2022-2023).

Senator: University Senate, University of North Dakota (2022-2023).

### CEHD PROGRAM COMMITTEES

Member: Early Childhood Education (E.C.E.) (2021-present).

Member: North Dakota Social Emotional Learning (ND SEL) Collaborative Committee (2021-2022).

Member: Middle/Secondary Committee (2019-2021).

### PROFESSIONAL ASSOCIATION SERVICE

AERA Qualitative Research Sig # 82 Executive Committee Co-Chair: Elected (2022-present).

PhD Candidate Reviewer for American Educational Research Association (AERA) SIG-Narrative Research, AERA 2019 Annual Meeting (2018).

COMMUNITY SERVICE

Tate Topa M.S. Devils Lake, Healing Garden work with students and Teachers (2021-present)

Uluniu Community Member 2022-present (Planning member of Uluniu Conference Hawai 'i, 2024).

Member, Intercultural Advisory Council (I.A.C.), City of Grand Forks (2022-present).

Member, Greater Grand Forks Women's Leadership Cooperative (2022-2023) (through UND's UCW+).

ADVISORY BOARD MEMBER

Robinson, J., Hunter, J., Gourneau, B., Smart, K., Schlenker, J., & Bowman, F. River of Dreams (Project CuRRENT): Using integrated place-based watershed curriculum to increase teachers' self-efficacy with culturally relevant STEM. NSF DRK-12 (Awarded \$500,000).

**X. COURSES TAUGHT**

University of North Dakota (2019-present)

\*Courses taught as online synchronous/asynchronous are starred.

Undergraduate

T&L 433 Multicultural Education (Spring, \*Summer, \*Fall 2024).

T&L 433 Multicultural Education (Spring, \*Summer, Fall 2023).

T&L 433 Multicultural Education Spring, \*Summer, Fall 2022).

\*T&L 489 Senior Capstone: Responsive Teaching (Spring 2021).

\*T&L 489 Senior Capstone: Responsive Teaching (Summer 2021).

\*T&L 486 Indigenous Methods PK-5 & 6 - 12 (Fall 2020).

\*T&L 487 Student Teaching (Summer 2021).

\*T&L 486 Indigenous Methods PK-5 (Summer 2020).

\* T&L 486 Indigenous Methods 6-12 (Summer 2020).

T&L 486 Indigenous Methods PK-5 & 6-12 (Spring 2020).

T&L 432 Learning Environments (Spring 2020).

T&L 433 Multicultural Education (Spring 2020).

T&L 418: Curriculum and Pedagogy in Indigenous Education (Fall 2019).

T&L 432: Learning Environments (Fall 2019).

Graduate

\*EFR 527 Education Policy: Theories and Research (Fall 2024).

\*EFR 520 Transnational and Pluralistic Designs in Qualitative Research (Fall 2023).

\*T&L 572 Teacher Education, Focus on the Learner (Fall 2023).

\*EFR 520 Transnational and Pluralistic Designs in Qualitative Research (Summer 2023).

\*EFR 520 Transnational and Pluralistic Designs in Qualitative Research (Spring 2023).

\*EFR 520 Advanced Qualitative Research Methods (Summer 2020).

T&L 572 Teacher Education, Focus on the Learner (Fall 2019).

Graduate/Undergraduate Lessons Delivered by Invitation (2012-2018).

Invited by: Dr. Veselina Lambrev, College Of Education, University of Hawai'i, Mānoa.

EDEF 683: Social and Cultural Contexts of Education.

EDEF 310: Education in American Society.

### UND COURSES DEVELOPED

T&L 578 Curriculum and Pedagogy in Indigenous Education (2022).  
T&L 433 Multicultural Education (Face-to-Face/Online) (2020).  
T&L 418 Curriculum and Pedagogy in Indigenous Education (2020).  
EDL 517 Leading Inclusive Schools: Removing the Margins (2020).

### GRADUATE STUDENT ADVISING (2021-present).

*Doctoral (chaired in bold).*

**Charles Grolla** (E.D.D., Educational Practice & Leadership).  
**Leinora Alimboyoguen** (E.D.D., Educational Practice & Leadership).  
**Steve Fraser** (E.D.D., Educational Practice & Leadership).

### Doctoral Committee Member

Shaylah Anderson (PhD., Counseling Psych).  
Ke‘alohilani Worthington (Ph.D., Indigenous Health).  
Paula Aubrey (PhD., Indigenous Health).

### Graduated

Paula Aubrey (PhD., Indigenous Health), 2024.

### **INDIGENOUS LANGUAGE TEACHER EDUCATION DEGREE PROGRAM.**

This is first of a kind North Dakota Education Standards and Practices Board (ND ESPB) accredited Indigenous language teacher education degree program at the University of North Dakota. This program was established to address the short fall of Indigenous language teachers in the state to teach endangered Indigenous languages (Lakota and Dakota). This highly specialized teacher education degree program is unique to the Dakotas.

### **First Cohort (2018-2023)-Graduated Students.**

Renuka de Silva, Program Director.

Čhaŋté Ištá-Summa cum laude (Spring 2021).  
Ronald Walking Eagle-Suma cum laude (Spring 2021).  
Chad Ward (Spring 2021).  
Santana Fuentes-Cum laude (Summer 2021).

## **XI. GRANTS**

### **EXTERNAL**

#### Federal Training Grants-Funded

Principal Investigator, **Renuka de Silva** (2021-2026). U.S. Department of Education, Indian Education & Professional Development. Project Title: Indigenous Teacher Education, CFDA 84.299B (\$1,440,000.00). Co-Principal Investigators: Joshua Hunter & Julie Robinson.

Principal Investigator and Project Director (2022-2023), U.S. Department of Education, Indian Education & Professional Development. Project Title: CFDA 84.299B. Lakota Education Action Plan (\$1,347,966).

INTERNAL-UND GRANTS NOT FUNDED

**de Silva, R.**, Gourneau, B., Brandt, S. (2023).  
Peace Certificate, Grant (\$60,000), CEHD, UND.

Surojit Gupta (P.I.), **Renuka de Silva (Co-PI)** (2023)

Research and Entrepreneurial Experience for Undergraduates, Veterans and Minority Communities (REUVM) in Advanced Materials Research (\$150,000.00), Air Force Office of Scientific Research. College of Engineering & Mines.

June-Yung Kim (P.I.), Wendelin Hume (Co-PI), **Renuka de Silva (Co-PI)**, Social Determinants of Prenatal Drug Use among Native American Women: Evidence Mapping, Emerging Themes, and Future Direction. Indigenous Trauma & Resilience Research Center (ITRRC) Pilot Grant Program (\$60,000). Department of Social Work (2023).

INTERNAL RESEARCH FUNDING RECEIVED

College of Education and Human Development, UND. Grant submitted to fund Human Development and Capability Association Virtual Conference presentation-\$185.00 (2022).  
College of Education and Human Development, UND. Grant submitted to fund AERA Virtual Conference presentation-\$185.00 (2021).  
College of Education and Human Development Mini-Grant, UND. Grant submitted to fund conference travel, AERA conference presentation-\$500.00 (2019).  
Research Faculty Development Committee (R.F.D.) Mini-Grant UND Grant submitted to fund conference travel, IAFOR presentation \$500.00 (2019).  
School of Graduate Studies Mini-Grant-Travel award, EQRC presentation-\$500.00 (2018).  
College of Education and Human Development Mini-Grant, UND. Grant submitted to fund conference travel, PESA Conference, Australia-\$500.00 (2017).  
College of Education and Human Development Mini-Grant, UND. Grant submitted to fund conference travel, Croatia, BISICSD-\$500.00 (2017).  
College of Education and Human Development Mini-Grant, UND. Grant submitted to fund conference travel, CIES, D.C.-\$500.00 (2017).  
College of Education and Human Development, UND. Diversity Research Mini-Grant Grant-\$200.00 (2017).

**XII. COMMUNITY RESEARCH ALIGNED WORK**

UluNiu Project, University of West O‘ahu: A Hawaiian cultural landscaping and agroforestry project spearheaded and nurtured by Dr. Manulani Aluli-Meyer, Konohiki - Kūlana o Kapolei and Indrajit Gunasekara. This project connects students and communities in several Hawaiian Islands to support and sustain these nutritious food sources for the Hawaiian community. In my yearly visits, I help plant, and nurture niu plants (coconut plants) to be distributed throughout the Islands and work on research in support of regaining lost Indigenous knowledge systems to colonialism. Kupu ka niu kupu ke kanaka (When coconuts grow, humanity flourishes)-Dr. Manulani Aluli Meyer. (My involvement is ongoing-2017-present).

Planning and constructing an Indigenous Healing Garden (Dusty GoodBird) at Tate Topa Tribal Middle School to incorporate Indigenous knowledge systems to enhance Indigenous gardening

practices. Exploring ways Indigenous preservice teachers can teach STEM concepts and inquiry based learning on site to Native American students. Devils Lake, ND. (2021-present).

Hui Ku Like Kakou, Ka‘ala Farms. Planting and harvesting lo‘i kalo community project. Honolulu, HI. (2019).

Waimānalo Limu Hui (Limu restoration project to secure Hawaiian food sovereignty), Honolulu, HI (2019).

Amnesty International, *Love Wins* Event, Queen’s Beach, Honolulu, HI (2018).

Collaborative coordination of the Pink Chair Event. E.F.R. Student Organization, UND (2018).

Construction of student artworks for the permanent mural. Al Palladini Community Center, City of Vaughan, ON, Canada (2011).

Created a permanent mural of students’ Earth Hour banner for the City of Vaughan, ON, Canada (2011).

Collaborated, supported, and guided *Forgotten Remedy*, a local high school youth band who won the Recognizing Arts Vaughan Excellence (RAVE) Award, City of Vaughan, ON, Canada (2010).

Visual Arts Alive: Prepared multimedia Visual Arts banner to celebrate “Communities Making a Difference,” published in *A Needle Pulling Thread* magazine (2010).

York Region Police-*International Day for the Elimination of Racial Discrimination*, City of Vaughan, ON, Canada (2007-2009).

### **XIII. PROFESSIONAL MEMBERSHIPS**

American Educational Research Association (AERA), **Div. D**, Measurement and Research Methodologies, Indigenous Peoples of the Pacific SIG & Qualitative Research SIG.

Native American and Indigenous Studies Association (NAISA).

Human Development & Capability Association (HDCA), **SIGs**: Indigenous Peoples, Human Rights.

National Indian Education Association (NIEA).

Member of Indian Horse Next 150 Challenge, recognition of Indigenous Experiences across the Turtle Island.

Comparative and International Education Society (CIES).

### **XIV. PROFESSIONAL EXPERIENCE: NON-TEACHING**

Owner/Designer, Wee Me Inc., International Business in Children’s Fashion, ON, Canada (1993-2000).

Editorial featuring Renuka de Silva’s designs, *Vogue Bambini*, Condé Nast, New York (1998).

Editorial featuring Renuka de Silva’s designs, *Vogue Bambini*, Condé Nast, New York (1997).

Top 10 Fashion Designer, Oakville, Ontario, Canada (1992).

**XV. NON-ACADEMIC EXPERIENCE**

Graduate Research Assistant. Educational Foundations & Research (E.F.R.). University of North Dakota (2017-2018).

Graduate Service Attendant- Program Coordinator. Era Bell Thompson Multicultural Center University of North Dakota (2016-2017).